



'Review' Section

- Between 1607 and 1725, England had settled 13 colonies in America. While some of the colonies originally started under different names, the colonies included Connecticut, Delaware, Georgia, Maryland, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, Rhode Island, South Carolina, and Virginia. Even though the colonies were ruled by the King of England, the colonists enjoyed many freedoms. Most colonies set up their own form of government, where the people governed themselves. These government systems often included the right to vote and elect representatives to help make decisions. During colonial times, problems began to arise between the 13 colonies and the King of England. The King began to make laws that took away some of the freedoms from the American people. He still believed the colonies belonged to England and the colonists did not like their freedoms being taken away. Over time, tensions got worse and the King of England began to enforce more laws to control the colonies.

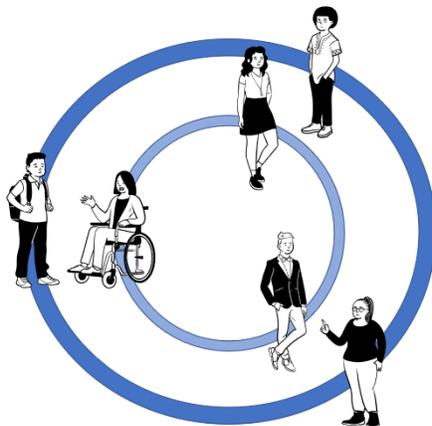
Course Objectives:

1. Define the concept of the Separation of Church and State.
2. Explain the concept of Equality and Human Rights.
3. Introduce the concept of founding as it relates to the Declaration of Independence.

Introduction:

Today, we are going to be focusing more on the Founding Fathers, and more importantly, the principles that shaped the creation of our government. Although only five men were selected to draft the Declaration of Independence, there were many more who played a critical role in shaping one of the most important documents in our country's history. Although we will not have time in this class to discuss all of the brave people who risked their lives to create this document, we will highlight several people who played a crucial role in not only the drafting of the declaration but also the creation of our government.

Teacher/Parent Note: Although this course will focus heavily on the Declaration of Independence, we will also discuss the Constitution and events that transpire in between. The objective of this course is to teach students the role faith played in the creation of our government, as well as with our Founding Fathers. In future courses, we will dive deeper into the constitution and address other Founding Fathers.



'Why Faith Matters' Section

- This course section is designed to help students review the foundational/pillar concepts Little Patriots was founded on. These concepts underpin the stories, facts, and information in the course, and each is presented for content understanding and application.
 - **Use the definitions offered below as a starting point for the discussion of each pillar.*
 - **Faith Defined:** In its most general sense, faith means much the same thing as trust. Faith is complete trust or confidence in someone or something. Faith helps you believe things you cannot see or touch.
 - **Community Defined:** Community is a feeling and a set of relationships among people with diverse characteristics linked by social ties, share common perspectives and engage in joint action in geographical locations or settings. Trust, safety, teamwork, togetherness, and belonging are essential parts of a community and a 'sense of community.'
 - **Life Defined:** *The word 'life' can refer to a lifetime -- the period between birth and death. It also means experiencing reality by interacting authentically with the environment and others. Giving something back to the world through creativity and self-expression. Changing your attitude when faced with a situation or circumstance you cannot change is a good approach to life. Life always includes the amazing characteristics that make you who you are. No matter our differences, we all matter.*
 - **Liberty Defined:** Liberty represents freedom or a state of being free. Liberty is acting in ways that help you take control of your life and follow a new and perhaps different path than others before you.
- Student backgrounds and experiences will impact how they receive this possibly new information. These are lofty concepts for some kids, so please have them reflect on the definitions of the words provided – *extend and contextualize them as needed.*
- Also, learning happens when students can connect the information they already know and the new information they are presented with. Reviewing the material helps students make those connections.

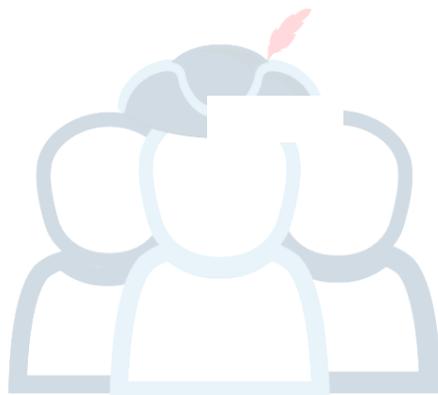


- Read each section of text to the students (*or have them read it themselves*). Upon reading, ask the students questions to extend their thinking.

Reflection Questions:

Imagine if your grandpa helped write down the rules for a new country! What rules do you think he would put in there?

- *What were a few reasons why Benjamin Franklin was against the Stamp Act?*
- *Can you think of a Bible story where a small army defeated a larger army?*
- *What makes someone a good leader?*
- *What were the American colonists not happy about with the British?*
- *Can someone really hear a gunshot from the other side of the world? What do you think that saying means?*
- *Reflect: Make a list of the top three things you are thankful that you have the freedom to do.*



LITTLEPATRIOTS